



## Educational Notes.

THE number of schools in Pennsylvania in which the Bible is read is over 10,000.

UNDER the new constitution of Pennsylvania women are eligible to any office pertaining to the administration of the school laws of the State.

IN Chili there are 1,190 schools, of which 736 are public and 454 private. In the towns there is on the average one school for every 1,769 persons, and in the country one school for every 3,020 inhabitants. In 1872 these schools were attended by 82,153 pupils, and the amount expended by the government for educational purposes amounted to 414,127 piastres. The number of teachers in the primary schools was 896 male and 657 female.—*Scientific Miscellany in the Galaxy for May.*

A VERY pretty school-house which was built last fall at a cost of \$3,000, on the brink of the Palisades, N. J., tumbled, on Friday, down the precipice, and landed three hundred feet below, at the edge of the Hudson. The foundations were found to be giving away some days ago, and the trustees ordered the building closed for repairs. Before these were attempted the accident occurred. There was a promiscuous display of broken desks, timbers, windows and books upon the margin of Hudson's fair waters, but fortunately no mangled juveniles.

THE Rockford Journal (Ill.) publishes the following:

"The Illinois Schoolmaster, published at Normal, Illinois, the leading educational journal of this State, pays the following deserved compliment to Mrs. Carpenter, Superintendent of Winnebago county. In speaking of what she is doing in the public schools it says: 'We think we may congratulate the people and teachers of Winnebago county on having a wide-awake and sensible superintendent.' The Schoolmaster is right in its estimate of Mrs. Carpenter, and we but speak the general sentiment when we say that Mrs. Carpenter is winning golden opinions as a successful Superintendent wherever she goes."

## THE IRISH LANGUAGE:

SHALL IT BE TAUGHT IN THE PUBLIC SCHOOLS.

The following remarkable communication was received at the last meeting of the New York Board of Education:

To the Honorable the Commissioners of Education of the City of New York:

GENTLEMEN—The undersigned respectfully beg leave to represent that petitions, signed by worthy and intelligent citizens, praying that the Irish or Gaelic language be introduced as one of the studies of the Public Schools, have been addressed in other cities to public bodies, charged, as your honorable body is, with the maintenance and regulation of Public Schools. We, your petitioners, as citizens, taxpayers and parents, acknowledging the importance of the trusts reposed in your hands and the grave and sacred duties pertaining to your care as the guardians of the schools where in the up-growing generation is being trained to a knowledge of moral obligation and the responsibility of free citizenship, respectfully submit—That, as the Greek, Latin, French and German languages are taught in the High Schools of the city, and that German and French are taught in the Grammar Schools, in which studies the pupil is examined and required to attain a standard proficiency before promotion, therefore we pray that the Irish language be placed in the schools on an equal footing with these dead and foreign languages.

With all due respect to your honorable body, we are prompted to this humble petition by an earnest desire for the promotion of knowledge, and not because we revere the glorious traditions of our ancestors, or

that we wish to resuscitate their language and records. Nor is it because we are obliged to hear and speak the language of the nation that has wronged and scourged and outraged our race by its oppression, and made it, like the child of Hagar, a wanderer and stranger among men. But it is because time and scholarship are revealing the fact that the Irish language holds within it elemental qualities which recommend it as a philological study; that it was spoken before Troy or Athens or Carthage had a foundation; that it had its origin in prehistoric times, and was possibly used in directing the labor at the Pyramids and in commanding the hosts which perished in the pursuit of the Israelites, at the crossing of the Red Sea.

Recent researches by Dr. Donovan, Dr. Schliesman and other archaeologists, afford ample proof that this language possesses claims to antiquity greater than any other, and that only to those learned in it, or some of its branches, are the cuneiform inscriptions found on the oldest ruins of the Orient at all intelligible and full of meaning. And perhaps nothing more emphatically proves this than the wonderful coherence with which the facts evolved out of these researches adapt themselves to many matters referred to in the works of the ancient historians, that were heretofore utterly impossible to comprehend. In the building of the Pyramids we find evidence of a more extended knowledge of physics and a higher order of intelligence than was possessed by the Egyptians at the period in which they are supposed to have been erected. But outside of the suggestions which these monuments furnish of themselves, is the historical evidence that the workmen engaged in their construction were under the superintendence and direction of men entirely different in appearance, in manners and in language to the Egyptians. Donovan, to whom we have already referred, asserts, and proves in the most unquestionable manner, that these men were but a tribe of the Scythians, which had assumed, by virtue of the learning of its members, the position of teachers in the then known world, and that in pursuit of its mission, for such form did its labors take, it, after traveling through many parts of northern Africa finally reached Ireland and there established the Irish nation.

The love of learning manifested in this pilgrimage they transmitted to their descendants, and we find that from the earliest period down to that in which Ireland was made a province of the British Empire, the Irish people were almost universally recognized as the teachers of Europe. That their language afforded them great facilities in attaining this position and in adapting themselves to this work, will be readily admitted when we recollect that at this period the languages of the world had not possibly reached the condition of intense confusion which in later days they attained, and that they still possessed many attributes in common with each other. Thus the Irish scholars found little or no difficulty in communicating with the various peoples with whom they came in contact. In fact the languages at that time may be said to have formed a circle, at one end of the diameter of which was the Sanscrit, at the other, the Irish. The northern arc of this circle was formed by the Semitic, Slavonic and those tongues which found their way into Europe with the irruptions of the Tartaric tribes; the southern arc, of the Chaldean, the Egyptian and those which marked the course of the journeyings of the Scythians towards Ireland.

Some rather remarkable proofs of this are found in modern times. Two Irish sailors who were wrecked on the coast of Africa in the last century found the lan-

guage of the natives comparatively intelligible and experienced little trouble in making themselves understood. It is even related by the Danish Skalds in their works describing the discovery of America, by their countrymen in the tenth century, that, having lost some of their hands they called at Ireland and supplied their places with Irish sailors, and that these sailors were able to comprehend the language of the American Indians, which language to the Danes themselves was "as a sealed book."

That the Irish were an educated people prior to the Christian era is a fact which is asserted by many ancient historians, and which is authenticated by many manuscripts in the possession of the Archaeological Society of Dublin and in several European libraries. In the reign of Ollawh Fodhla B. C. 680 we find that there were established in Ireland schools of poetry, medicine, astronomy, history, philosophy etc., and these were supported by, and were under the protection of the State. They were called "Houses of the Learned" or in the language of the country, *Mur-Oilovan*. We find that the lands of Judges and historians, were at that time considered sacred there, and were exempt from taxation even during periods of war, a convincing proof of the esteem and respect for which learning was held by the Irish. Perhaps no country devoted so much care and attention to making its history a pure record of facts as did Ireland. Here the historian had to submit his writings to the criticism of a board of nine examiners, and deviation from or evasion of the truth was sometimes punished with death. Thus did learning and truth go hand in hand in Ireland, and thus did her people show their regard for those virtues.

At a late period, and after the beginning of the Christian era, the influence of Irish scholarship and learning was felt throughout Europe. This is an assertion susceptible of the easiest proof. On no other point indeed are the historians of that period so united as on this. Ireland, according to them, was one great university, whereto came students from all parts of the world. The venerable Bede, himself an Englishman, in his Church History, says, "this country [England] pressed upon Ireland with the like excess. There came to it many nobles and gentry from among the English. All of them the Irish most freely admitted, and supplied them gratis with daily sustenance, books and masters." Usher says that the University of Clonard, established by Finedin, surnamed the Wise, in the middle of the fifth century, was attended by 3,000 students. This school is, by the same historian, termed, "Lotus Sapientiae Admirabile Sacramum"—a wonderful sanctuary of wisdom. The University of Armagh, destroyed by the Danes under Turgesius, A. D. 816, was attended by 7,000 students. The pupils of these schools finding no field for their labors at home, and being filled with a love for the diffusion of education, spread themselves over Europe and assumed the position of teachers there. Thus Cataldus, who studied at Lismore, Ireland, is found in Switzerland and Sicily in the sixth century, instructing and converting the people of those countries. About the same time Sedulius, an Irishman, whom the writer Trithemius says "was very learned in sacred and profane literature, and had a particular taste for prose and poetry" shone even in Rome by the brilliance of his erudition. The venerable Bede also asserts that England, after the Saxon conquest, learned the use of characters from Ireland, and that Alfred the Great, deservedly the most illustrious of the English kings, was educated there. The school of Malmesbury in England was founded by, and named after, an Irish

teacher. Scarcely a country in Europe but has within it some shrine or temple of learning founded by those Irish missionary scholars. Hungary has them, Saxony, Suavia, Bavaria, France and Italy have them. The reign of Charlemagne owes much of its lustre to the efforts which he made, through the influence of some Irishmen, to promote education. Doubtless, the members of your Honorable Body have read how, amidst the noise and turmoil of a great city, the seat of the most powerful empire of the world, enriched by the spoils of successful campaigns, two men, plainly clad, were heard in the market place calling aloud, "Learning for sale;" how they were laughed and jeered at, and called mad, until the attention of Charlemagne was drawn to them. These two men, Clement and Albinius, were Irish scholars; and it is to their labors, aided by the munificence of the great emperor—the Solomon of his time, that Europe owes much of her civilization of to-day.

Thus have we shown how the Irish people "gave of the best they had" to the different peoples of the world; how with the alchemist's stone—learning—they transmuted, as it were, the savage tribes and hordes of Europe into civilized nations; and with an amount of self-sacrifice and abnegation, as wonderful as it is commendable, pushed forward the car of civilization without leaving, as has been done by other nations professing the same aim, tracks marked by death and suffering and sorrow.

We offer these facts to your Honorable Body as an evidence of the learning then in Ireland, and ask you to consider if the language by which this people worked out this success, and in which they left the records of their labors behind them is not worthy of the careful attention and regard of the learning-loving people of our city. From the study of it there would possibly be evolved much that would be useful in solving some of the problems of the time. The arcana of learning would be widened, and, as the great object of study is to glean from the intelligence of the past such knowledge as would be useful in our day and generation, we would be enabled by the aid that the acquirement of this language would bestow to gather out of the history of by-gone eras, now wrapped in the veil of legend and fable, matters of "great import and moment" to us.

The story of the manner in which the Irish people lost, through the English conquest, the intellectual supremacy and power which they exercised so well; the wrongs that they endured at the hands of the oppressor; the unceasing efforts which they made, in the midst of defeat and suffering, in defense of their institutions; the Satanic cunning and cruelty by which their enemy sought to degrade and denationalize them, by depriving them of their language and schools, and that culminated in the enactment of the penal statutes, by which the same price was placed upon the head of the Irish schoolmaster as upon that of the wolf, is so harrowing that your petitioners prefer merely to allude to it here, but believe that to an English-speaking people, imbued with a desire to do right, it will form one of the strongest arguments why the prayer of your petitioners should be granted.

Already the most liberal provision has been made for teaching the German language in the public schools. No serious objection has ever been urged against this, and the number of German-speaking people in our midst has been, and is, the warrant for its utility and continuance. But we respectfully submit that in this city there are 400,000 people either Irish or of Irish origin, and your petitioners ask that their claims to your consideration in a like regard may be allowed. In all the walks of

life—the professions, the arts, the trades—the Celt and his descendants, under the blessings of liberty, evidence as high an order of capability and as earnest and unflinching devotion to free institutions as any. If German, then, is taught, keeping alive remembrances of manly independence, regard for truth, unfaltering devotion to principle and love of Fatherland, let Irish too be taught, that Irish-Americans may learn to love their adopted country with an ardor continually inspired by the recapitulation of the story of the martyrdom of their race, a race that has never tamely borne the yoke of oppression, never submissively drank the bitter-dregs of servitude; but ever stood up, despite of poverty and temptation and alienation, for principle and liberty.

And we your petitioners shall ever pray.  
W. G. Bergen, 600 Greenwich street;  
David M. Rorty, 311 East 112th street;  
John O'Connor, East Eighty-eighth street;  
John Gallagher, East Eighty-eighth street, between Third and Lexington avenues;  
Edward O. Sheehy, 247 East Eighty-third street;  
Patrick Martin, 171 East 117th street;  
Peter McGinnis, Third avenue and Eighty-eighth street;  
Joseph Moore, New York;  
Thos. Clarke, Eighty-eighth street and Fifth avenue;  
Robert M. Grant, Lexington avenue and Eighty-sixth street;  
Wm. Taylor, 104th street and Third avenue;  
Owen Cavanagh, 370 Broome street;  
Bernard J. McDermott, 600 Greenwich street;  
Jos. A. Kernan, 153 West Tenth street;  
John A. Kernan, 153 West Tenth street;  
Michael J. McDermott, 119 Bowery;  
John Vincent, 24 Jones street, New York;  
John S. Scully, 11 Grove street;  
P. H. Strain, 85 Lafayette place;  
J. W. McGuire, 9 Ashland place;  
James Lynch, 90 Barrow street;  
Hugh King, 448 Greenwich street;  
James Vincent, 235 East Twenty-first street;  
Michael J. Murphy, 307 West Sixteenth street;  
Thomas McWilliams, 83 Ninth avenue;  
Thomas G. J. Innes, 300 West Twentieth street;  
Henry M. O'Neill, 409 Hudson street;  
Oliver H. French, 23 Bond street;  
Dennis Burns, 23 City Hall Place;  
Daniel I. Coyle, 49 Walker street;  
Marvin Ingraham, 40 Morton street;  
Potter Taylor, Alrah F. Bishop, 25 Commerce street;  
Michael McGee, 404 West Thirteenth street;  
Oliver Anderson, 129 Perry street;  
James O'Neill, 608 Washington street.

The Second Annual Report of the State Charities Aid Association is on our table. Space is wanting to print their energetic condemnation of the Blackwell's Island Buildings as mere whitened sepulchres, but as the following relates directly to our charges, the children poor and rich, we reprint it.

"The following principles will undoubtedly guide us in our future decisions.

"1st. All children older than infants whether sick or well, of sound mind or otherwise, should be removed from the Poorhouses, and not be allowed to grow up exposed to the contaminating influences of adult paupers.

"2d. Healthy children who are orphans or abandoned, should be placed in families, either by adoption or indenture. There should be intelligent supervision of the children placed in these families, by which it can be ascertained whether the terms of the agreement are carried out, and whether the children are kindly treated.

"3d. 'No healthy child of sound mind should be allowed to remain and grow up in any institution, public or private, however well managed.

"We strongly advocate the so-called Family System as opposed to the Institution System, believing that the former is most conducive to the better development and ultimate welfare of the child.

"4th. For sick, crippled, deformed and otherwise physically afflicted children, Hospital homes should be provided. Here they should be tenderly cared for, educated if



possible and taught such light trades and household service as their condition permits. "Does not the care of this class seem to be the special duty of benevolent parents? Can there not be found homes where all of these children can be received as part of the family? There are hardly more than 2500 in all the Poor Houses of the State, and of these not fewer than one-third are babies. How many a home would be brightened by the presence of one of these little ones. How many a child now exposed to almost certain ruin, would become a true man or woman under good domestic influence.

"A system covering the few simple principles above could be easily evolved were all the children orphans, were the State Treasury at our disposal, were the laws on this point in the different countries more nearly alike than we find them at present. But there are natural ties to be respected, economy to be considered, and a uniform system for the entire State, to be planned and legalized. The forcible separation of children from parents can only be justified in the most extreme cases, such as continued cruel treatment. Nay, more than this, we should endeavor to strengthen this natural tie, for it is too often sadly the case that the mother does not feel the claim that her child has upon her, and is only too ready to abandon it. About the removal of such of the children as are orphans, or illegitimate and abandoned, there can be no doubt. But occasionally, respectable but poor widows with several children, are found in these houses, and here the question arises whether the mother should not follow the children into some Institution where their future may be assured, rather than have them follow her into the degrading atmosphere of a Poor House. In regard to the intelligent supervision of children placed in families, the suggestion is made whether the visitors appointed by your Board might not, as part of their duties, assist the Superintendents of the Poor in the different counties, by seeking out families willing to take children and subsequently visiting the children placed in them."

#### CORNELL UNIVERSITY.

In 1863 Congress made a grant to each State of public lands, 30,000 acres for each Senator and Representative, to create a fund to aid colleges, at which "the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislature of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

New York's share was 990,000 acres. The State sold 176,000 acres—100,000 to Mr. Cornell, for a total of \$118,650—before 1866, leaving 813,920 acres on hand. In that year an agreement was made with Mr. Cornell, under which he was to take the rest of the land, paying 30 cents per acre when located, and dispose of it, paying all net profits of sales to the State. The net profit of every sale was to be divided as follows: The original 30 cents per acre to the "College Land Scrip Fund," the balance of the net price, after deducting expenses and taxes, to the "Cornell Endowment Fund" for Cornell University—both, however, to go to the Ithaca University.

Mr. Cornell had previously given \$166,331.84 to the University, and, as a condition of the agreement, gave his personal bond, at 7 per cent, with collaterals, to Cornell University, for \$300,000, and \$35,000 cash to Lima College.

A charge was made last year by a Mr. McGuire that there had been, at least, a mismanagement in the sale of these bonds, and a committee of inquiry into the facts, composed of Messrs. W. A. Wheeler, John D. Van Buren and Horatio Seymour, was appointed. They report, as to the condition of Cornell University itself, that the donations to it, including Mr. Cornell's bond for \$500,000, are:

Henry W. Sage.....	\$300,000 00
John McGraw.....	140,000 00
A. D. White.....	100,000 00
Nathan Sibley.....	92,385 47
Albion Sibley.....	86,281 14
Cavendish Co., share of building.....	35,000 00
Dean Sage, for chapel fund.....	30,000 00
Goldwin Smith.....	11,000 00
Edwin B. Morgan.....	1,000 00
British Government, books and botanical collection.....	11,000 00
Green Smith, ornithological collection.....	3,100 00
Miss McGraw.....	3,100 00
R. H. Co., printing press.....	3,225 00
Mrs. A. D. White, college bell.....	3,070 00
John Edson, Street, type-setting machines.....	3,300 00
State of New York, given in consideration of money paid by Mr. Cornell to Lima College.....	25,000 00
Other gifts, valued at.....	10,941 24
Making, with Mr. Cornell's gifts of.....	697,381 94
A total of.....	\$1,433,437 19
And its income.....	
From Ezra Cornell's bond for \$500,000.....	\$35,000 00
From College Land Scrip Fund.....	35,000 00
From Cornell Endowment Fund.....	10,000 00
From tuition fees from students.....	18,000 00
From rents of rooms, &c., &c.....	5,000 00
Total.....	\$103,000 00
Expenditures last year.....	106,089 19
Deficiency.....	\$3,089 19

The estimates for the current year show a surplus sufficient to cover this deficiency.

The income from the College Land Scrip Fund and the Cornell Endowment Fund is, however, over-estimated. The two together, so far as invested, make up a capital of only \$600,000—yielding less than \$45,000 of revenue. Mr. Cornell's account with the University shows that he has promptly paid the semi-annual interest on his bond for \$500,000.

As to whether the intention of the grant by the United States is fulfilled, the majority report, signed by Messrs. Wheeler & Van Buren, says:

The following is a classification of the students in attendance the past two years, by the courses of study pursued by them severally:

Mechanical Arts.....	1523	1874
Architecture.....	34	21
Civil Engineering.....	97	64
Chemistry.....	10	7
Natural History.....	10	6
Optical.....	15	7
Optional—this is pursuing such branches of study as they may elect.....	136	130
Resident graduates.....	6	10
General course of science.....	156	119
General course of literature.....	58	29
General course of arts, which is the usual full classical course of colleges.....	34	43
Total.....	339	461

The general course of science is not related to the mechanical arts. It is one of the courses of general culture. The number of students devoting themselves to the regular classical course, it will be seen, is not seven in a hundred. There is a strong preponderance of other studies over those heretofore regarded as specially useful in what are called the learned professions. The aggregate number of students in agriculture and practical mechanics is about 9 in 100. The number of hours of attendance required of students in the course of mechanic arts is, including shop practice and work in the drafting-room 290 in four years, against 280 in other courses.

The Commissioners think that more might be done to secure manual practice by students in the Mechanical Department, and that a greater variety of work should be set before them. The Agricultural Department, they say, does not fulfill the purpose of Congress, practical training being neglected. The sum devoted to lectures by non-resident professors in this department might better be applied to more practical objects. The management of the University for general educational purposes is found to be satisfactory. Its merits are those of a school for general culture, not of one specially for the mechanic arts and agriculture. Its tendency is toward a school for literary training—a tendency which will be hard to resist. It is recommended that the provision requiring about 512 non-paying students to be received should be repealed, and not more than one free student be received at a time from each Assembly District.

On the question of the disposition of the lands, they state that of 913,920 acres sold under the two contracts to Mr. Cornell, the State will receive \$50,000 on the first contract for 100,000 acres when Mr. Cornell's bond becomes due, that he found a purchaser for 381,920 acres at 90c. to \$1 per acre, who took title directly from, and paid his money directly to, the State Comptroller. This leaves 432,000 acres, for which the State holds Mr. Cornell's bonds for \$129,600 already paid due, and on which Mr. Cornell's agreement binds him to pay any net profits he may receive.

As to the investment of the receipts the report says:

The State received scrip for 980,930 acres. It has all been sold. For scrip representing 437,920 acres the State has been paid in full. The proceeds of this portion are invested in United States stocks, State stocks, city stocks, and in balances in the Treasury, except a sum of \$12,000, secured by a mortgage on land in Ohio. For full payment of scrip representing 100,000 acres, and a partial payment on scrip representing 432,000 acres, it holds Mr. Cornell's bonds for \$179,600, with collateral security, most of which collateral security—to wit, so much as is made up of certificates of location, is of no value. For the residue it has an interest in contingent profits on lands of which Mr. Cornell holds the title, free from any lien to secure the State.

All the money that has been received by the Comptroller's office has been invested in the stocks prescribed by the act of Congress and the statute of our own State, except \$13,000 secured by mortgage of G. F. Lewis on lands in Ohio, and except the balance reported as being in the treasury. For the scrip sold on credit to Mr. Cornell the State has not the securities prescribed by our statute.

He reports to us sales, in small parcels, of 11,708 acres; in some instances only the privilege of cutting the timber passing to the purchaser. The prices range from \$1.35 to \$12.50 per acre, the quantity of land taken by a purchaser ranging from 100 to 2,080 acres. The whole proceeds of the land thus reported by Mr. Cornell as sold are \$66,417.33, or an average of \$5.67 per acre. On account of these sales, and of moneys recovered for trespasses, and for the sale of timber blown down, Mr. Cornell acknowledges the receipt, by himself, of \$19,038.73. No part of this money has been paid into the Treasury, the lands being indebted to Mr. Cornell in a large sum, as claimed in his account which will be found below.

Mr. Cornell's account of these charges, and of receipts of money by him, made up to September 30 last, will be found below. There are two clerical errors in it: \$6,000 credited on June 24, 1871, and a like sum credited on December 23, 1873, as received

from Sage and McGraw, should be credited as received from McGraw and Dwight. There is also a mistake in charging against these lands two items in 1866, to wit: \$3,000 and \$1,000 paid to William A. Woodward on February 27 and March 21. The amount to be deducted is, with interest, about \$5,837.92. This account is not a claim against the State, but shows how the lands stand with Mr. Cornell. Mr. Cornell's actual disbursements and cash receipts, disregarding interest, are as follows:

	Disbursements.	Cash Receipts.
In 1865.....	\$51 63	
In 1866.....	1,042 81	
In 1867.....	15,071 30	
In 1868.....	30,604 98	
In 1869.....	19,486 10	
In 1870.....	20,400 00	\$10,000 00
In 1871.....	25,465 77	38,071 00
In 1872.....	27,521 65	81,384 99
Total.....	\$173,663 16	\$119,456 99
The balance of his account is.....	\$499,004 60	
Deduct error of \$4,000 and interest.....	5,837 92	
Total.....	\$493,166 68	
Deduct principal of his unpaid bonds.....	179,000 00	
There remains.....	\$314,166 68	

Moreover, his account is made up by compounding interest every year, to which he is not entitled. We have had the account made up at simple interest, and the difference is \$35,171.17. Deduct from the above sum of \$314,166.68 this difference of interest, and it leaves \$278,995.51 as the utmost which he can claim on the score of disbursements. He has assigned the two contracts with Sage and McGraw and the sum of \$400,000, to the University as security for a bond of his, executed in 1865, to that institution. The account is not strictly in harmony with the agreement. Waiving this, and taking all his disbursements together, they do not amount to enough to give him such an ownership in these contracts as entitled him to assign them.

The following are the recommendations of the majority report:

"We are asked, finally, to recommend what legislation is necessary to properly secure said funds in compliance with the Act of Congress. None seems to be necessary in reference to the fund to be derived from what are called the ultimate net profits from the location and sale of the lands by Mr. Cornell, under the agreement of August, 1866. By his contract with the State he is to pay these profits into its Treasury, and he has twenty years in which to complete the sale of the lands. This fund is, in our opinion, a part of the proceeds of the scrip within the purview of the Act of Congress, and cannot be legally distinguished from the other fund. "Unless these profits are part of the purchase money, the State gave to him, for the college bearing his name, a monopoly of the scrip on long credit for a price much less than its cash value. The second thirty cents per acre provided for in the agreement, being dependent solely on contingent profits, which might not be realized, if at all, for twenty years, and then without interest, was not, at the date of the agreement, equivalent to more than from seven to ten cents. These profits being part of the purchase-money, the State is bound to receive them—when, from time to time, realized, and invest them in the manner prescribed by the Act of Congress; and to appropriate the income to the educational purposes in that Act defined. All expenses connected with the care of these net profits must be borne by the State, the Act of Congress requiring 'all expenses incurred in the management' of such 'moneys' to be paid by the State, so that the 'entire proceeds' of the lands granted 'shall be applied, without any diminution whatever' to the specified purposes. "The State is bound to require from Mr. Cornell a strict observance of his agreements; asking of him the payment of his obligations now due, or the deposit of the securities named in the Act of Congress, and as to his contracts not matured, the security which he agreed to furnish, and from the University a rigid conformity with the scheme of education set forth in the Act of Congress. For the end of securing the funds the Comptroller and other State officers seem to have now all sufficient powers."

Mr. Seymour, in his minority report, dissents from the report of his colleagues, not as to the facts, but as to their conclusions as to what should be done. He says he is forced to the conclusion that the construction which involves merging the two funds into one is not only inconsistent with the pledges of the State to Congress, but it also makes large claims against the State Treasury in behalf of the Cornell University. He thinks that if the contract was not a sale to Mr. Cornell the State had no right to create two funds, and is responsible for misuse of the money.

Mr. Seymour certifies to the fact that no witness has complained that Mr. Cornell had sought to gain from the property under his control any pecuniary advantage to himself or family. On the contrary, those who had any complaints to make expressly disavowed any such intention on their part. In conclusion, Mr. Seymour says: "The undersigned regrets that he does not agree with his colleagues as to the effect of the contracts and the acts of the Legislature, as he entertains great respect for their opinions. He is constrained by his convictions to urge that no action or position shall be taken which will expose New York to the charge that it violates its pledges to Congress, or which will give rise to the claim that the State Treasury must bear the cost of taxes and expenses for the lands in Wisconsin or Kansas, or which will release Mr. Cornell from his contract, or give him a right to complain that he is deprived of the object of which it was agreed the contract should effect. He believes the contract is

a valid one, and that the honor and interest of the State require that it be carried out in accordance with its terms. He also advises that the trust be closed up as soon as practicable, and that the proper way to bring this about will be to have an open public sale upon terms which will attract purchasers. While there are differences of opinion with regard to the legal questions, it is believed there is a substantial agreement in the mind of the Commissioners as to the propriety of adopting some policy which will relieve the case from hurtful complications, and which will be fair and equitable to all parties concerned. The undersigned suggests that with their concurrence the contract shall be recast. He suggests that Mr. Cornell shall pay or secure to be paid into the Treasury, in accordance with the act of Congress, a sum which will be equal to the full value, with interest, of the land scrip covered by the contract of August, 1866. That the value shall be determined by making its price as high as its highest quotation in market at any time between the date of that contract and March 25, 1870, the day of the last delivery of scrip under its provisions. This will put into the Treasury the full amount that Congress intended to give this State by the College Land Grant. The fund thus made up should be carefully guarded; but the State should cut loose from all other trusts or complications. There are no reasons which can induce it to take care of the property or funds of Cornell University which do not apply as well to any other university, college, academy or charitable institution in the State of New York. It cannot relieve itself of the Land Scrip Fund, but it should not embarrass its financial affairs with other educational or charitable trusts."

#### MORAL DISCIPLINE IN COMMON SCHOOLS.

A discourse preached in All Souls Church, New York, Sunday evening, April 19, 1874, by Rev. J. D. Mayo, pastor of the Church of the Unity, Springfield, Mass.—Text, Prov. xvi. 32: "He that is slow to anger is better than the mighty; and he that ruleth his spirit, than he that taketh a city."

The city of New York has lately been the scene of another animated discussion upon the vexed question of Moral Discipline in Common Schools. There is no topic connected with our American system of popular education oftener discussed and more persistently unsettled. Our cities vibrate between the attempts of Boards of Education to control children by paper codes of discipline and the revolt of teachers against the plausible theories that underlie such codes. The slow progress made by this great amount of disputation and legislation during the last twenty years must be accounted for by some radical defect in the treatment of the subject.

One cause of the barren result of these discussions is the persistent habit of identifying moral discipline in common with the infliction of corporal punishment upon school children. "Corporal punishment," so called, is generally understood to refer to the beating of children, or inflicting bodily pain, in furtherance of school discipline. This, in itself, is the least of all questions involved in the matter, and whoever identifies it with the question of moral discipline stands on a false ground. The infliction of blows is the favorite mode of settling disputes among savages and barbarians. As men become civilized and Christianized the penal infliction of bodily pain is reserved for a state of war—which is a temporary condition in the family and school. In the State rarely go beyond the restraint of personal liberty. Public opinion in a Christian land denounces a parent in proportion as he resorts to fist and club law in the home. A superior teacher knows that every blow struck in his school-room is a testimony against his own wisdom and an evidence of some fault in the organization of his school. We have already abolished the bat in the army and navy, and are moving to suppress all punishment of this sort in the prison; reserving for capital crimes the last remnant of degradation of physical penalty. There is a reason, deep-seated in human nature, and only confirmed by the highest culture, against the infliction of physical pain, in the interest of moral discipline. It is not that beating is more severe than other methods of punishment—it is, really, one of the easiest to be endured—but it awakens a whole class of feelings which defeat the object of all discipline, and its frequent repetition carries the child or man beyond the reach of appeal to the highest motives of virtuous conduct.

It is not remarkable, therefore, that the great mass of intelligent parents are becoming sensitive to the last degree on the point of the infliction of bodily pain in school discipline. While generally willing to place their children in the hands of the State for education, they feel that the majority of common school teachers have neither the culture, character nor experience to qualify them for judgment on the necessity, methods or severity of such infliction in home, and then some sagacious abuse of this power drives the popular mind to a frenzy of excitement. And it cannot be denied that a considerable class of our people are falling into loose and destructive notions concerning youthful discipline, and demand for the young children a kind of freedom from restraint utterly unbecomingly. There is also a perpetual tendency among political and ecclesiastical leaders to magnify parental rights in the whole matter of public education, with the secret purpose of retaining the same control over the generation now growing up as upon their parents.

But the wisest and most successful teachers, especially in public schools, are in a condition to understand another side of this complex matter. They see clearly that such masses of children, of all degrees of mental and moral condition, as are gathered in our public school-houses cannot be instructed and governed to advantage without a power in the teacher practically absolute as respects the pupil. They feel the

subtle demoralization that steals into the school-room from the perpetual agitation of the question of discipline. Many a School Board, with the most benevolent intentions, places the teachers of our public schools in a situation the most difficult conceivable; compelled to teach an overgrown crowd of children under the jealous eyes of every parent in the district. I believe the growing embarrassment from this source is one of the causes that have driven so many of our best male teachers from the profession, and filled our school-houses mainly with untrained girl teachers. Kept there by the necessity of earning their bread by honorable industry. In almost every city I know the best teachers are at variance with a powerful minority, if not a majority, of the people on this topic, and are often persecuted by the press, which is too ready to espouse the cause of any school child or parent who has a grievance against a teacher.

The vast majority of our public-school teachers, it is feared, take a narrow view of the object of school discipline. It is commonly identified with what is called "order"—i. e., the art of keeping a school-room full of children perfectly still, six hours a day, while the body is being operated upon by the instructor. Now, even on this narrow ground, the average teacher proposes something well-nigh as impossible. To sit as still as a child is required to in an average public school-room is a practical impossibility to a grown man, except under the most powerful strain of mental pre-occupation. And who can scribe the torture of a little child, snatched from its home-life of perpetual motion, and isolated in the awful quiet of its school-bench, hour after hour, too often with small occupation for the mind? I believe the forced and artificial stillness in our school-rooms is responsible for a much greater amount of physical, mental and moral disease in children than even the medical faculty yet comprehend.

But admitting that "order" in the sense applicable to a free system of education is an absolute requisite of instruction, it is not the whole, nor the greatest end, nor the discipline. The true object of moral discipline in common schools, is the promotion of that habit of self-control in the child, which is absolutely identical to the citizen of a free government. There may still be nations where it is held expedient to teach only a blind obedience to absolute law in family and school; but the problem of moral discipline in every constitutional government, especially in this Republic, is to train the child for the difficult position of sovereign-subject. As a perpetual creator of government, family, church, society, the American man and woman must learn to consummate art of "ruling the spirit" by the highest motive—obedience to the divine law of love to God and man—or fall disastrously at every critical point in life. As a subject of free government and a voluntary member of Church, family and society, the citizen must learn to rule his spirit by obedience founded on the conviction of the reason and the conscience. Never was a task so complex and well-nigh impossible set for the parent and teacher in any age as this; to train the children of our country, amid the maddening excitements of a revolutionary epoch, into this self-controlled type of character.

It may be that this "order," in which the martinet of the school-house glories as the perfection of discipline, is the very exercise of a petty tyranny enforcing a blind obedience which will almost destroy the capacity for a self-controlled character in the victims of his system. The teacher in the American common school must learn the great art of securing order for school uses by attracting the mind of the pupil to knowledge, by natural methods of instruction, by a judicious mixture of repose and action, by constant attention to the laws of health and growth, and the kind of order thus secured should be a part of that general system of moral training which makes the whole school life a preparation for the duties of citizenship in such a country as ours. Not an enforced bodily quiet, six hours a day, during school hours, with implicit obedience to the arbitrary will of a teacher—emperor; but a character built up into the image of wisdom and virtue, self-controlled by the noble motives, should be our ideal of moral discipline in the common schools.

But this misapprehension of the teacher is even surpassed by a wide-spread misunderstanding of the very nature of discipline. Multitudes of parents, faced by the training in school can be made a substitute for family government. Nothing in this world can be a substitute for the discipline of a Christian home. No parent can be justified, save in the last emergency, in putting off a young man upon any body but his own parents. No habit can be morechievous than the constant shirking of home duties by a large class of parents who look to our public school teachers to perform their own proper duties. The peculiar nature of family government, the slow, patient moulding of the individual, the watching the spiritual growth of a little group of children bound to the mother by the mysterious ties of bodily and spiritual descent, and dependent upon her for the common arrangements of life, cannot be reproduced outside the home. Even the tenderest charge of the child by a superior person standing in the mother's place in a family, is a clumsy attempt to reproduce the providential culture of the household. How unjust, then, to force the teacher into the place of the mother; to ask a young woman, often almost a child herself, worse paid than the best class of nursery women, to take the place of the mother's place in a family, is a clumsy attempt to reproduce the providential culture of the household. How unjust, then, to force the teacher into the place of the mother; to ask a young woman, often almost a child herself, worse paid than the best class of nursery women, to take the place of the mother's place in a family, is a clumsy attempt to reproduce the providential culture of the household.

The discipline of the common school is never intended to be a substitute for family discipline. It is radically another sort of training, being the beginning of government by the society and the State. The child reared exclusively at home or in a private school, which is only an imitation of a family, is too often deprived of one essential part of his education—the training of his life as a member of society and the citizen of a Republic. Multitudes of our American girls especially, in other words well instructed, grow up to womanhood



almost complete ignorance of the fact that they belong to society and to their country even more than to themselves and their own family. They learn this lesson in due time, but often through trials and humiliations that leave a deep scar upon their womanhood and embitter their whole existence. Herein is the great superiority of our system of common schools—that it undertakes to teach the children of American parents how to live in society with all varieties of peoples; how to be citizens of a State in which every citizen is a sovereign subject. The common school-room is the best possible image of American society. Nowhere else are the children of "all sorts and conditions of men" so mixed; under restraint so wise and firm, and taught the great art of living among their fellows in all the relations of their coming life. To talk of the discipline of such an institution as a substitute for family life is an absurdity. The discipline in the common school is devised especially to do what cannot be done at home. It assumes that the child has been and is all the time in healthy family relations, and undertakes to show him how to live in peace, harmony and charity with the great world outside his family and personal friends. Children in common schools must be governed as men and women are governed in the State—somehow in mass, by general laws. It is the great excellence of common school life that the individuality of the child, already nursed to a morbid excess at home and in the church, is not further stimulated; but the side of its nature by which it is bound to its fellows, the children the moment it is called out and trained by appropriate discipline. The point often made against our common school institution and discipline, that it ignores the individual peculiarities of the child, is really its great excellence. The common school is the State itself, teaching the children the momentous truth that men learn their best things and live their noblest life together; that "God has made of one blood all nations"; that we are all one family. So essential is this discipline that it is the best thing in the common school, far surpassing in value the little knowledge that is obtained. Indeed, it may well be doubted whether a Republican government could be sustained among a people who were not thus brought in their youth together for a grand rehearsal of their common, social and civic life.

The notion, then, so industriously pushed by a section of the American church, that the parent has exclusive control, by divine appointment, over the education of the child, is only a part of another proposition that the priesthood has divine authority over church and family alike. It is put forth in the sole interest of a despotic church that cannot live long in the same country with a republican government without collision. The other notion, more frequently ventilated, that the State has no rights in this educational field, is a part of that philosophy of social disintegration and unbridled liberty which leads through civil anarchy to the imperial sword. The State always and everywhere has assumed one duty to decide who may become parents; to place families and individuals under the most stringent control as respects liberty, property and life; to govern the citizen as far as the necessity of national life and social order requires. The right to educate the mass of the children in that social and civic discipline essential to their training for American citizenship. And the moral discipline in the common schools so far from being a bungling imitation of family or ecclesiastical discipline, is the State ruling the children by a code of regulations drawn up by a civic body—the school board—chosen by the people, administered by a public official, the teacher, who is responsible to the people in the interest of social order and good citizenship.

What is the discipline in framing codes of common school discipline is: What are the constituents of social and civic education, and by what method of administration can the best type of social and civic character be formed in the pupil?

Evidently the method of such discipline must be a method of instruction by which men and women are instructed in social and civic relations. Every community in America has a social code and a type of worthy social character, not written out, but very distinctly held in public opinion. This code is the resume of all the social experience inherited or acquired by that community; the best it can enforce as a whole-to-day. It is taught by the perpetual, half-conscious operation of public opinion, touching the citizen at every point in his daily life. While man or woman moves on in well-ordered conformity thereto it may hardly be perceptible. Indeed, so unpalatable is what many highly cultured and amiable people fancy it does not or has no right to exist, and attempt to run their own eccentric individuality across lots in all directions, like a child driving his new velocipede over his father's garden-beds and his mother's flower-plots, with a careless plunge at the class conventionality of the green-house. Then it is suddenly revealed to that astonished individual that there is a social code, the result of all past human experience, that must stand till the spiritual culture of that community lifts it to a higher point, which no man or woman will be permitted to violate without social disapproval, increasing, finally, to the point of social ostracism. If this eccentricity takes on the form of what Mr. Neill blandly calls "moral experimenting," i.e., breaks over the bounds of the great, established morality of that order of society, the State comes in, and first by mild, afterward by severe penalties, reminds the offender of his mistake. If still incorrigible it separates him from his kind for life, or, in certain extremes, puts him out of a world in which he has shown himself unfit to live.

This is the negative side of the social and civic discipline in every civilized state. But, in proportion as that community is civilized, there is a positive side to it, consisting of a multitude of inspiring and helpful influences that win and charm the citizen into the happy paths of a virtuous social and political career. In the best communities this positive side of the social discipline is so pronounced that the negative side of it is hardly seen; as I remember once, on the heights of Quebec, seeing a battery of great guns so masked by a thicket of blossoming rose-bushes that only by trampling down the rose-bushes and scratching yourself with the briars could you get at the black mouths of the grim cannons.

Now, the moral discipline in the Common School should be the same system, reduced and graded to fit the circumstances and character of childhood. The whole school-life should be constructed on the principle of leading the child along the gradual path of common learning, rational mental growth, and moral, social and civic excellence, by the most attractive and inspiring motives. By wise attention to the physical welfare of the child, by natural and stimulating methods of instruction, by making the life in school in all ways as free and strong with the power of gentleness and beauty, pouring about it an atmosphere of Christian culture and character, could every pupil be approached on the side of his better nature.

And this can only be achieved by the formation of a healthy public opinion in the school-room. The radical fault of the Common School teacher is the attempt to govern the children exclusively by his own personal power; whereas, no child in a school-room can be really trained, except by the force of a healthy public opinion in his companions. Children are taught in the realm of manners and morals, chiefly by the example of their associates. The wise teacher begins at once to fashion his room into a community pervaded by a distinct and powerful public opinion, and in proportion as that is accomplished, his work becomes easy; for now it is not the master, with his loud voice and ferule, that governs the child, but every offender is brought at once to the bar of a common order and justice, that deals with him as responsible to a common law.

No motive is so powerful with the majority of school children as the approbation of the school. Many a boy that cannot be held up alone by personal respect for his teacher, may be kept in place or carried forward by his regard for the good opinion of the school. All prizes, rewards and honors in school should be regarded as the expression of this public approbation. The moment they become attractive for themselves, or appeal to personal vanity, they are a nuisance and may become a curse. Nothing ought to be so precious next to the favor of God, as the approbation of our fellow-men, shown in the honorable opinion of society; and in the school-room this lesson should be taught by the cultivation of a high and sensitive public opinion as a stimulant to well-doing.

But, of course, children cannot be governed by inspiration and approbation alone, and school discipline must also have its negative side, corresponding to the social and civic penalty of offended law. The transgression of law in the school should bring the same result as in society. While the offender should always be made to feel that he has done wrong, as the approbation of his fellow-men, shown in the honorable opinion of society; and in the school-room this lesson should be taught by the cultivation of a high and sensitive public opinion as a stimulant to well-doing.

But when this method of discipline is exhausted, let the offending child be distinctly made to understand that he has passed out to the criminal class. There is in every Common School of considerable size a criminal class, as well defined as in society itself. Many of the fatal mistakes in school discipline come from ignoring this fact. The teacher who, by a hasty, harsh or stupid judgment, plunges his scholars into the criminal class by degrading or overstrained punishments for small offenses, confuses all sense of justice, makes a healthy public opinion impossible and inaugurates anarchy. It would be as wise to shut men and women in the watch-house for a breach of peace, as to shut children in the criminal class for a breach of school discipline. When a child has proved himself incorrigible to ordinary social influences, let him drop into the criminal class and come under the operation of a wise and benevolent discipline for his reformation.

And this criminal discipline in school should resemble the action of law in the State. The child should be deprived of social advantages, restrained of personal liberty, brought under influences that correspond to fines and imprisonment in adult life. One of the reforms most sorely needed in our common schools is an arrangement for separating evil-minded and disobedient pupils from their companions while their education still goes on. At a certain point of obduracy, a bad boy or girl does to a school-room just what a criminal at large does for society. We have a right to demand that our children shall not be exposed to the temptation and injury that comes from association in studies and plays with these pests of the school-house. In our large city school groups it would not be difficult to set off a room for such offenders, where they should be taught by the wisest and most Christian of the whole body of teachers. The school system of Massachusetts has already recognized this principle in its provision for ungraded schools, into which pupils, whose disorderly habits would work permanent mischief, can be temporarily placed; while incorrigible truancy is punished by the courts, which sentence offenders to a transient school, where education goes on under the negative restraint of public institutions. Many a bad boy can be reformed when thus placed in his true position, where his misconduct is seen to be appropriate fruits, who would only be excited to mischievous delight in transgression, if kept among his fellows.

In this direction—the judicious separation

of the criminal school class from the society of the school and timely efforts for its reformation—almost everything remains yet to be done. Our present clumsy way of keeping a bad scholar to torment and demoralize the whole school till he is unendurable, and then shooting him into the street with the infamy of expulsion upon him, is unworthy a Christian people. Expulsion is simply a confession that a community is unable to control one bad boy, cast him forth to run his swift race to destruction. Of course, a system like this demands positive legislation. It belongs to a judicious system of compulsory education, working in connection with wise laws for the suppression of juvenile vagrancy, and the protection of childhood against the greed of parents and the tyranny of corporations. I am aware that it will not be without a struggle that the disorderly class of American society, and the impracticable friends of personal liberty in reputable quarters, can be brought to confess the necessity of such legislation. But come it must, or those who follow as will be called again to suppress with cannon and bayonet the public disorders, that may now be averted by wholesome discipline in the family and the common school.

It is now evident at what point the question of corporal punishment comes in. While a child remains a member of the ordinary school society, the infliction of bodily pain, by blows or otherwise, is an outrage. It is like calling the policeman to knock your neighbor on the head with his club, for every breach of social propriety. But when the child has passed into the criminal class, the power to inflict bodily punishment certainly belongs to the State, and may be delegated to the teacher under proper safeguards and restraints. But in a well-adjusted system of schools, such as is now described, corporal punishment, in any sense of the infliction of bodily pain, would be the last resort. The worst feature of this mode of punishment is not now seen in the occasional mauling of a bad boy by an exasperated teacher. A thousand times more mischievous is the wretched habit of some of our inexperienced or nervous women-teachers who perpetually use the rattan, pull the hair and ears, pinch, push, and generally worry the infant crowd under their charge in a way that makes them the evil spirits of the school-room. Never shall I forget one dreadful summer of my own youth, when I studied in a school house, a sentimentalist and witch rolled into one. No woman should be tolerated a day in the post of public teacher who has not learned the first lesson of civilized life—keep her hands off those dependent upon her for happiness and instruction. It is not by one great crisis of punishment, so much as by an incessant, teasing persecution that children are spoiled and driven into rebellion in the school and the home.

But all this brings us back to the doctrine of my text—the glory of self-control. A community makes of the common school what it is in its discipline and character. It is the most sensitive creature of the popular will, reflecting every shade of public nobility or degradation. If the religious and cultivated people of our country permit themselves to be deluded by the specious charms of so-called private schools, and philosophers, and sweep the common school-room clean of all religious and moral instruction, banishing in disgrace the civilized world's hand-book of character therewith; if they withdraw themselves and their children from the public schools, and consent that the children shall be reared in the ragged schools of Europe; if they begrudge the money that goes to the education of the people, while they lavish all things on a selfish family life; if they can sit content while our School Boards are filled with men of the lowest type in more need of public discipline than the rank of the ragged schools of Europe; if they begrudge the money that goes to the education of the people, while they lavish all things on a selfish family life; if they can sit content while our School Boards are filled with men of the lowest type in more need of public discipline than the rank of the ragged schools of Europe; 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To accommodate those who may wish to try these pens, we will send a card, containing one of each of the 16 Numbers, by mail, on receipt of 25 cents.

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132 and 140 Grand Street, New York.

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## New York School Journal,

Office, 33 Park Row.

GEORGE H. STOUT, . . . . . Editor.

NEW YORK, APRIL 25, 1874.

## TO SUBSCRIBERS AND EXCHANGES.

Hereafter we shall have no clubbing rates with other periodicals.

By request of the Postmaster of New York, we hereby give notice that we prepay postage on all papers sent by us to subscribers, advertisers and exchanges.

The friends of this Journal are requested to send us marked copies of all local papers containing school news or articles on education. We wish to make that department as full as possible.

## TO CITY SUBSCRIBERS.

Subscribers removing on May 1, will please send their new addresses to SCHOOL JOURNAL OFFICE at the proper time.

## THE COURSE OF THE PUBLIC SCHOOLS.

As frequently happens to any great idea, the victorious progress of the Public School has met a temporary reaction, and, though the tide is rising, there is a brief reflux of the wave. It has moved forward wonderfully. It has justified its early claim that it represses crime, and even where the number of criminals remains the same, the more brutal grades of crime are more rare and the number is brought up by the keener appreciation of the guilt of subtler crimes. It has proved, what was once more assertion, that in only an economic sense, by making the laborer a more useful tool for more varied uses, it more than repays its expense. Retaining these arguments for occasional and special use, it has gone to higher ground. It boldly rests its claim on neither the police nor the economic fact, but on the broad correlation of right and duty—the right of all children, not merely of the pauper or criminal, but of all classes, rich and poor, high and low, without distinction of condition, race or color, to receive such education as their own moral and intellectual nature, their own self-denial and energy enable them to receive; and that, too, without regard to the selfishness of parents—the duty of the public to furnish the means for the enjoyment of that right.

That is the broad, high ground on which the Public School system has attained a firm footing, and though all the corollaries have not yet been defined, though the practical application of them must be matter of thoughtful detail, it cannot without utter ruin retreat from that ground.

But now when many old friends look with timidity on the work they have done, as many old Republicans shrunk at the Emancipation proclamation, when there is a certain weakness and irresolution the result of victory, and the recruits whom the system is drilling and organizing have not come up, there is a concentrated attack all along the line by its three great enemies—ecclesiasticism, materialism and short-sighted economy.

Ecclesiastical opposition to the Public Schools is not confined to one Church. Those who have followed the politics of England for the last year will recognize that Protestants may be as bitter opponents of the true Public School as Catholics. The same *sermones* is used there by Protestants of every kind as in France and here by Catholics and some Protestants. It runs thus: A Public School is for all, and cannot teach any form of religion, therefore it is irreligious—therefore it is immoral. The argument and equivocations are the same. The weapons here and there are different. Here we have parochial schools to draw off the Public School children by a better apparent teaching, though they neglect, necessarily, the great glories of the Public School—the breaking down of prejudice, the instilling of democracy, the repression of the caste feeling. That the severity of this attack is transient in its very nature, cannot hide from us that in New York a school was abandoned because depleted to some extent by a parochial school avowedly created for that purpose.

But we have to sustain at the same time another attack from the economic rationalists, led by Herbert Spencer, which goes to the root of all schools. If their premises are right, their syllogism is perfect. Mr. Spencer's formal logic is never wrong. Here it is: "Whenever the State interferes

with 'natural selection' it is wrong. By natural selection the children of the improvident will be lessened, weakened, and die without offspring. Give, then, that law full play, so that the future race shall consist only of those who, by hereditary instinct, are provident. To give a public education interferes with that law. It not only aids in perpetuating the children of the improvident, but encourages their increase."

The law has worked too badly in the thirty centuries of human and the last two centuries of English history to weigh much with common-sense people, but this reasoning does greatly aid a less logical set of thinkers who are largely represented in the Liberal Club, and of whom our esteemed friend, William Wood, is perhaps a too good exponent. These combine with those whose objection to the Public School is its expense, not recognizing that the Private School system is more expensive, and only inures to the benefit of the very rich and very poor, the distributed cost falling the more heavily on the main body, who seek to diminish its expense in limiting its functions.

The attack made by Mr. Baker, a very estimable man, and not an ideologist, in his resolution in the New York Board of Education three weeks ago, shows this tendency, and was rather symptomatic of a widespread attack than of importance in itself.

What, then, is the true course of the friends of the Public Schools? Not certainly to take one step backward. The best arms of its opponents arise from its imperfections. It is not that it teaches too much, but that the parochial schools pretend to teach more, that they are a danger. It is not because it includes the rich with the poor in its ministrations that the taxpayer grumbles, but because it does not include all the children of the rich and all the children of the poor. And when its economic cheapness and general acceptance are complete the Spencerian ideologist will wave his empty bladder with no one to mark its motto. The system must go on—not stop—till it enforces universal school attendance by law—till it makes such attendance universally acceptable by giving the best education in rudiments, in educational studies and in university teaching.

And now while the fight on other grounds is hot, comes what must be for a time an ugly weapon in the hands of the enemies of the system, the co-education of the races. The law is clearly on the side of the colored citizens, there is no evading it, and the prejudice is a fact. How shall it be met? While it is to be regretted that it now arises, we answer: Not certainly by encouraging or fostering a prejudice whose strength is almost in proportion to the ignorance of those who entertain it, but by boldly doing what is right without regard to the results.

We regret much that Dr. Holland should have admitted into *Scribner's* an article defending and apologizing for this prejudice. It seems to us a wiser course to labor to destroy it. As an answer to the facts stated in it, we reprint the statement of Mr. Brown, colored Superintendent of Schools in Louisiana:

"There are colored and white children in the same school in New Orleans. This school has a staff of twelve teachers, all white. It is the best school in Louisiana, and the pride of the board. We have not forced colored children into white schools. The laws forbid, but Gen. Beauregard says they must be mixed. What can I, a colored teacher, do but mix them? A majority of our 408 teachers are white. They are at my office forty or fifty at a time, and pay all deference any officer can expect. There is no jar."

The fact is the effect is exaggerated. The same objection was made, and made with more bitterness, by many "Native Americans," against the idea that their children would sit on the same benches as the "low" Irish. Experience has wiped out that prejudice, so that now it is like one of those vanishing impressions which can only be revived by special circumstances. It was found that it did not involve social mixture, with inferiors, leaving the test of the inferiority to the moral and mental attributes of the boy himself. And so we venture to say it will be if the colored children are admitted into the schools.

"It takes all kinds of people to make a world," and the remarkable claim for the *Ere* language read at the New York Board of Education last week, and printed in our present number, will amuse if not instruct a very large proportion of those who sympathize with its author, and a still larger proportion of those whom he means to hit.

## MR. CORNELL AND THE UNITED STATES LAND GRANT.

We call special attention to the abstract of the reports on the charges against Mr. Ezra Cornell, in which an effort has been made to give an unintelligible account of a subject which is a little obscure. His personal honor and honesty are fully vindicated, but we are inclined to think that he has been guilty of a fault that experience shows to be common to all educational enthusiasts—a lack of business ability. Though the reports pay most attention to technical questions which only affect the monetary relations of the State and United States, it does appear that Mr. Cornell has not so far realized the advantages from the grant which he hoped for, nor even what other States aiming lower have realized.

Our teachers know by this time that President Grant has vetoed the inflation bill, and we congratulate them on his action, in that it has saved them a temporary panic and pinch in getting their salaries and a permanent evil in reducing the value of their salaries by that subtle means of reducing the value of the medium in which it is paid. Whatever one may think of Gen. Grant he has the luck of often doing what is of general advantage to the whole community.

## Total College and School News.

### TO CITY SUBSCRIBERS.

Subscribers removing on May 1, will please send their new addresses to SCHOOL JOURNAL OFFICE at the proper time.

THE office of the Board of Education will close at 3 P. M. on Saturdays, from the 1st of May to the 1st of November.

PROPOSALS.—The Thirteenth Ward trustees will receive proposals until May 4th, for the fitting up the premises No. 93 Attorney street for school purposes. Proposals for the school furniture will also be received up to that date.

THIRD WARD.—It is not generally known that there are no public schools in the Third Ward. There is a Board of Trustees there, and now they have got something to do. They advertise to receive proposals up to the 5th of May for fitting up the premises No. 67 Warren street for school purposes.

LECTURES.—Last week Dr. Bellows asked the Board of Education to give notice to the teachers of a lecture to be delivered by him in the interest of education. The Board had no means of granting the request except at great expense, which, of course, would be contrary to modern reform ideas. The SCHOOL JOURNAL gave the teachers the necessary information without expense to the Board; and in like manner informed the teachers of Rev. Dr. Mayo's lecture on Compulsory Education; and of course both were largely attended.

M. KRAUSKOPF'S INSTITUTE.—The eighth annual examination of this Institute, in Fifth street, took place last Saturday at Turn Hall. The examination was a success, for the pupils showed marked proficiency, and the large audience were highly pleased with their progress.

Messrs. Julius Mandelbaum, Alfred Rosenzweig, Sam. Heiman and Sam. Strauss, pupils of the Institute, presented to the Principal, in the name of their fellow-students, a valuable gold-handled cane as a token of esteem.

GERMAN IN THE PUBLIC SCHOOLS.—About two dozen German teachers of Public Schools and others met last Saturday in the German Free School building in Fourth street, to devise methods for introducing a more thorough tuition of German in the Public Schools of the city. It was urged that a number of schools did not teach it at all; that others devoted half an hour a day to it; and others but half an hour twice a week to it. Instruction in the language was said to be confined to the grammar department. A memorial to the Board of Education was resolved upon, which should request that all the schools should receive German instruction, and during uniform hours.

PUBLICISTIC SCHOOL OFFICERS.—A special meeting of the Brooklyn Board of Education was held on Tuesday for the purpose of taking some action in regard to a dispute between Mr. J. J. Fitzgibbons and Mr. De Hart Bergen, members of the Board. The parties got into a controversy in a larger beer saloon on Fulton street, when Fitzgibbons knocked Mr. Bergen down and blackened his eye. After some discussion over the matter at the meeting, Mr. Garret Bergen offered the following:

WHEREAS, Mr. J. J. Fitzgibbons, a member of this Board, has unjustifiably and seriously assaulted one of his colleagues, and

WHEREAS, This Board cannot accept of fellowship or co-operation any member guilty of such conduct, therefore

Resolved, That Mr. Fitzgibbons is hereby requested to resign as a member of this Board.

This was referred to a committee of five to report at the next meeting of the Board.

## BRYANT'S CELESTIAL INDICATOR.



This is a new apparatus for facilitating the study of Astronomy. It is intended to illustrate clearly to children and to adults the various phenomena of the heavenly bodies—the motions of the earth around the sun, and the changes of the seasons, the earth's axial motion; the motion of the equinoxes; nutation; tide; solar changes in the declination and right ascension of stars; the difference between the sidereal and tropical years; the retrogradation of the signs of the zodiac; the revolution of the moon's nodes, etc.

Accompanying the apparatus is a short Treatise on astronomy, descriptive of the same, and illustrating how to use the instrument. An hour's time will enable the teacher to become familiar with the subject and with the instrument impart more information by illustration.

"I think I can safely say that there is no instrument in use in schools that can serve so well as the Indicator to explain clearly the principal elementary things, in Astronomy."

Prof. of Astronomy, Georgetown College, Washington, D. C.

"I know of no other similar apparatus now in use that contains such an amount of accurate illustration at so small a price."

JOHN BROOKSBY, Trinity College, Hartford, Conn.

"No school should fail to secure this valuable piece of apparatus."

Professor of Natural Science, Columbia College, Washington, D. C.

"We have used Bryant's Celestial Indicator for some time, and find it able to do all its inventor claims for it, and even more."

JOHN G. HAIRD, Jr., Fredonia Normal School, New York.

"Bryant's Celestial Indicator appears to me to be one of the most valuable additions to school apparatus that the mechanical ingenuity of the last few years has been able to invent. It ought to have a very extensive sale and come into general use. It wonderfully combines instruments which have hitherto required separate instruments to illustrate."

HOMER B. SPRAGUE, Prin. of Adelphi Academy, Brooklyn, N. Y.

"I wish it might be placed in every institution where any attempt is made to teach Astronomy."

E. C. BEACH, A. M., Prof. in Mathematics and Astronomy, Ripon College, Wisconsin.

"Mr. Bryant's apparatus being quite unique and different from all others, deserves a place in every good collection of scientific apparatus on its own peculiar merits."

JOHN G. HAIRD, Jr., Fredonia Normal School, New York.

"Students and teachers will welcome the apparatus as a valuable assistance in the study of the most sublime of the natural sciences."

JOHN G. HAIRD, Jr., Fredonia Normal School, New York.

"In my opinion the Celestial Indicator is the best apparatus for the purpose of illustrating the various problems of mathematical geography and astronomy I have ever seen."

JOHN G. HAIRD, Jr., Fredonia Normal School, New York.

"I heartily commend the Indicator to all who have occasion to employ any apparatus of the kind."

JOHN G. HAIRD, Jr., Fredonia Normal School, New York.

Assistant Sec. Com. Board of Education.

The apparatus is made of brass; is simple and durable in construction; not liable to get out of order. It occupies about a cubic foot, and is carefully boxed for shipment to any part of the country.

PRICE, . . . . . \$25.00.

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## Our Book Table.

THE GALAXY for May comes to our table somewhat too bright and flowery for the rainy day on which it arrived. One always looks for something more than amusement in the *Galaxy*, and it will be found in the present number in Mr. Alfred Rhode's article on American life in Paris, from which we clip the following as a warning to those who propose to make Paris their home:

"The intellectual life becomes narrow as the material life becomes large. The women, especially, who live unto themselves—save the occasional society of some idle young French dancers whose activity lies rather in the heels than in the head—drift behind their sisters at home. In America there is always a struggle of some kind going on, and the women are constantly seeing and talking with the men who are in the midst of it, and thus become participants in the contest and are stimulated to mental action. It is remarkable how incomplete some of these women grow in the French capital, from not standing along side of men who are fighting the battle of life. An eight or ten years' residence gradually effaces home knowledge from their memories without furnishing an equivalent, and they glide imperceptibly into a kind of Sleepy Hollow."

"One does not like to admit that the American race, made up chiefly of Anglo-Saxon elements, is susceptible of decadence under any circumstances. There are certain conditions, however, such as affluence and complete idleness, which impel even the American intellectually downward, and turn him into a commonplace, narrow, polite man. Hence it is that the American, after a long residence in the French capital, loses that industrious and aggressive nature which is an American characteristic, and is unable to cope with those who have remained faithful to the soil."

"This is still more the case with the young than the matured. The American boys educated in Paris on their return home never, as a rule, get on as well as the home-trained boys. The chances are ten to one that the lad who carries his penny dip in his pocket to the night school of the country school-house will make a greater mark in the world than his fellow surrounded by Parisian professors. The American boy acquires, besides the knowledge of the school-house, that which comes from experience, through all his training he is learning something about the men and things with whom his lot is thrown. The Franco-American boy, on his return, though he should be a graduate of the Ecole Normale, will not be able to march abreast with the other. In a word, pluck, energy and familiarity with home affairs are more indispensable to success than any education furnished in France."

Farther on is one of those out-of-the-way histories, which are a marked feature of the *Galaxy*—this time, telling about what not one reader in ten will know anything of but the name—the French spoliation claims. Then comes a description of Norway, Sweden and Denmark, with word-painting gorgeous enough for the tropics, and a description of the tropics themselves in Havana through eyes that could see for themselves. Mr. Richard Grant White has something to say about who are the great authors of the world, and, naming other contemporaries, omits, perhaps on purpose, Herbert Spencer.

A Cuban, signing himself J. De Armas Céspedes, gives the view of a dweller in the nine countries on the temperance crusade. A canto of Elder Knapp's eccentricities will be pleasant to those who have known of this remarkable man; and, finally, there is a collection of brief parodies over most of which we have already laughed, yet expect to laugh many times again.

We quote just two, including in the second an omitted verse which we think fully equal to the others:

Now doth the little crocodile  
Improve his shining tail,  
And pour the waters of the Nile  
On every golden scale!

How cheerfully he seems to grin,  
How neatly spreads his claws,  
And welcomes little fishes in  
With gently smiling jaws!

Not a son had he got, not a guinea or note,  
And he look'd confoundedly furried,  
As he bolted away without paying his shot,  
And the landlady after him hurried.

All bare and exposed to the midnight dews,  
Reclined in the gutter, we found him;  
And he looked like a gentleman taking a snuff,  
With his marshal cloak around him.

We took him up and tucked him in bed,  
And told him wife and his daughter  
To give him next morning a couple of red  
Harrings and soda-water.

Slowly and sadly we all walked down  
From his room in the uppermost story;  
A rushlight we placed on the cold hearthstone,  
And we left him alone in his glory.

The poetry and short stories are readable, and, we suppose, up to the average of such things, but we are afraid we have little taste for them.

The review of Secretary Welles' book presents in strong language the conclusion we had arrived at before Mr. Welles' articles were printed in the *Galaxy*, that Mr. Adams had entirely reversed the real relations of Lincoln and Seward, and that Mr. Seward, with all his ability, was but the

keep, sharp instrument in the hands of a master who knew how to use him and keep him in his proper use. It will excite a good deal of wish to read, in a connected form, what has appeared to a large extent in the *Galaxy*, but disconnectedly.

THE AMERICAN PRIMER: PICTURES AND WORDS FOR TEACHING LITTLE CHILDREN TO READ AND WRITE. By Wm. J. Davis, Louisville. John P. Morton & Co.

This little book, though a forty-eight page reader for little children, contains in its instructions to teachers a strong argument for the system now growing into favor with some of teaching children to read and write together. To those who have adopted this principle we can commend the means and the book. Its typography would be a credit to any city in the world.

THE RHODE ISLAND SCHOOLMASTER is received a little too late for our use, but we can't forbear giving the following from it, about one of those *enfants terribles* whose honesty saves them from punishment but whose active curiosity gives no peace and is very subversive of discipline:

"After bearing with his officiousness for some time, good-naturedly, the teacher rather sharply said: 'James, there is a point beyond which it is not safe for you to go. James immediately subsided, but soon rallied by a suppressed laugh. Again and again this suppressed laughter was heard, and every time it was evidently more difficult for James to control himself."

"Pretty soon James' hand was raised, and began gesticulating rapidly."

"Well, James, what is it?"

"Is it Point Judith?"

Harper's New Monthly Magazine, now over twenty-four years old, comes with its standing proof that money and machinery cannot supply brains. Perhaps it is merely that we are *memores veteris acti*, that the numbers of twenty years ago, inferior so far as typography is concerned, seem so entirely superior in literary worth to the present volume. Then, as now, they borrowed from England, but they had Dickens, Thackeray and Bulwer to borrow from; now but one great novelist, and she a woman. We have but little patience with the illustrated reviews of books, which are, after all, but advertisements. The mechanical skill in these has, no doubt, improved with time. We wish, however, to except the "Wanderings," written by a gentleman and scholar, who, in this number, treats of Robert Collier, and who almost makes one in love with the whole agricultural portion of England, spite of its social and political degradation.

—On account of the dullness of trade all through the city, we are pleased to see that one house does not wait for things to get worse, but has already announced its determination to make liberal concessions on special lots from last season's prices. The reduction made by Baldwin, the clothier, is at least twenty-five per cent. The patronage extended to those two famous stores (New York and Brooklyn) is ever on the increase, and when business is generally dull elsewhere, they are not affected by hard times. This week over one hundred thousand dollars worth of Cheviot, wool, and other suits will be placed on the counters in the men's department. All classes are invited as the goods are adapted to all purses. The cut is artistic, the fabrics stylish and the workmanship excellent. To the north-east corner of Broadway and Canal streets, New York, and to Fulton and Smith streets, Brooklyn, we advise the readers of this paper to go for clothing.

## GENERAL INFORMATION.

—Use Uncle Sam's Cough Cure, twenty cents a bottle, for coughs, colds or any throat trouble.

—Good second-hand and misfit carpets a specialty at 119 Fulton street, corner of Dutch. Entrance in Dutch street. All sizes, good patterns. Call and save money.

—Messrs. Traugott & Ruckel, have just received a new and handsome stock of French and American wall papers. These beautiful specimens may be seen and had at their spacious salerooms No. 63 Sixth ave., near Waverley place.

—Ladies should place too high a value upon their beauty to run the risk of disfiguring themselves for life by using the villainous liquid compounds which now flood our drug stores. *Madame de Rosa's Anthro* is harmless and assists nature. Price, 50 cents. Miller Bros., 113 Maiden Lane, New York.

—"Il Trovatore" is an immense success at Bryant's cozy little Opera House. Eugene as "Leonore" deserves great credit for his well acted though difficult part. Unworthy as "Count de Luna" keeps the audience in an uproar of laughter during the whole performance.

—Lady Teachers, an advertisement of Blackwood's "Magic Skirt Elevator" is worthy of your notice. By its use you can raise and lower your dress without effort. How desirable such a thing is for you, who in all weathers have to attend to duties. Also the Elevator loops the dress fashionably, and you could not improve upon its

work of an instant if you spent an hour in arranging.

—The Expansive Bill-holder is a neat, handy article, which we recommend to merchants, bankers, traders, doctors, teachers, collectors, tax gatherers, grocers, bakers, coal dealers, milkmen, farmers and all classes of persons who have accounts with their fellow-men. It will find the bill-holder better adapted than any other article manufactured, to hold, or file their bills, receipts, invoices, mortgages, deeds, bonds, legal documents, lawyers' briefs and arguments, policies, and all kinds of accounts and papers which need to be filed or arranged so as to be readily referred to and easily accessible. There are three sizes of the bill-holder, adapted to the uses required: the smaller for collectors and bank notifiers; the second for all ordinary bills and receipts; the largest size for lawyers' papers, deeds, mortgages, bonds and policies. For sale by John D. Etnack, No. 113 William street, New York.

## LET THE PEOPLE SPEAK.

MANHATTAN, KAN., April 8, 1873.

R. V. PIERCE, Buffalo, N. Y.:

Dear Sir—Your Favorite Prescription has done my wife a world of good. She has taken nearly two bottles and has felt better the past two weeks than at any time in the past two years. No more periodical pains; none of that aching back or dragging sensation in her stomach she has been accustomed to for several years. I have so much confidence in it that I would be perfectly willing to warrant to certain customers of ours who would be glad to get hold of relief at any expense. I have tried many Patent Medicines, but never had any occasion to extol one before. Very truly yours,

—GEO. B. WHITING.

Mrs. E. R. DALY, Metropolis, Ill., writes, Jan. 9th, 1873: "Dr. R. V. Pierce—My sister is using the Favorite Prescription with great benefit."

MARY ANN FRISBIE, Lehman, Pa., writes, May 29, 1873: "Dr. R. V. Pierce—What I have taken of your medicine has been of more benefit to me than all others and hundreds of doctor's bills."

—The grand musical, scenic and descriptive entertainments which have been given every Thursday evening for the past month at the "National American University of Music," 92 Clinton place, have been crowned with overwhelming success, hundreds being unable to obtain admission. These delightful entertainments begin with a grand concert, given by the professors and pupils of the institution, which usually occupies about one hour. The concerts are followed by Prof. S. J. Sedgwick's famous stereoscopic views of scenery in all parts of the Rocky Mountains, between Omaha and Sacramento. Each picture is explained in a clear and concise manner by the eloquent lecturer; and this unique method, in effect, carries the audience from scene to scene in their natural order across the wonderful country termed our "Great West." Prof. Sedgwick was a member of the Photographic Corps, appointed by the U. S. P. R.; and these views, with the necessary apparatus for exhibiting them, cost more than twenty thousand dollars. Nothing can well be more entertaining, and, as they are also very instructive, they should be seen by every man, woman and child in America. We sincerely hope that the Professor, upon the close of his present engagement, will be induced to take a large hall and give all an opportunity to witness his inimitable entertainments. The music at these entertainments is also of a high order. Among some of the more prominent performers we mention Prof. J. Jay Watson, the distinguished American violinist (Musical Director of the Institution). His violin solos are exceedingly well executed upon a magnificent Cremona violin, presented to the Professor by his friend, the world-renowned Norwegian violinist, Ole Bull. Prof. D. G. Withers, one of our best fiddlers, also gives the audience upon each evening a "taste of his quality," and his efforts are loudly applauded. Miss A. A. Watson, Principal of the Female Department of the Institution, is one of the most accomplished pianists in this city. Her technique and phrasing are simply models of excellence, and her finished performances are a marked feature at these entertainments. Master Harry Benedict, the gifted young pianist, not yet fifteen years of age, and a pupil of Prof. Watson, executed a very difficult caprice, by Hummel, with the judgment of a veteran, and reflected great credit upon himself as well as his teacher. Among the other performers (all pupils of the Institution) might be mentioned Mrs. M. B. Pitts, a pianist of decided ability. We have never heard Wollenhaub's "Whispering Winds" played with more exquisite grace and coloring than by this lady. Miss Maggie Campbell, with her sweet Scotch ballads, Miss C. H. Swaine, Miss M. F. Randolph, Miss Alice L. Barnes and Miss Emily Barnes, Mrs. A. F. Tate, and several others whose names we did not learn, all acquitted themselves most creditably. These entertainments will close on the evening of the 30th inst., as the University will remove the first of May to their new quarters, No. 24 West Fourteenth street, near Fifth Avenue. This University was established by special act of Legislature in 1872, and now numbers more private pupils than any other institution of the kind in this country. A rather singular fact worth mentioning is, that, among its pupils, one is sixty-five and another seventy years of age, and quite a number are over fifty years of age—showing that we are "never too old to learn," even music. Both of these elderly pupils are well-known New York merchants. On the other hand, several of the pupils of this establishment are less than seven years of age, and one but four years old, a little son of Prof. Watson.

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## SAXON'S CRITICISMS.

Owl's Nest, April 18, 1874.

Mr. Editor—Smike still runs his peanut-stand. He says he clears enough to pay his rent. Could you see his room you might think the rent a small item. I am not sure you could see his room with him in it. It is only big enough for one man to see at a time. Smike says when he is stretched out at night, with his feet against one wall and his head against the other, while with his hands he can touch the other two walls, it seems to him that he is in a good roomy cot, only a little short. The doll part of it is that, as he looks out through the skylight, he adds himself so near the stars. It is an odd way in which to go to heaven, and odd still when he has two bags of peanuts in the corner to serve as rations on the way.

Smike says he is thankful that he was ever a teacher. I know that any man who has once taught school in Gotham has cause to be thankful. No one can die wretched who has once tasted the joys of working under a system into which the rattle never comes and out of which the *skillets* (for the assistant teachers) never goes. No one who has once breathed the air of a Gotham school-room can feel that he has breathed in vain. He may die early, but he cannot die utterly wretched. But, to make it a sure thing, he should join the T. L. A. Association. Then he can go \$500 better. I say I am well aware that a man who has once been a teacher has cause to be thankful; but to draw Smike out, I asked him why he felt as he did? So Smike, being in a talking mood, struck out.

"Saxon, it is a great thing to think. I never before knew how great a thing it is. One needs to keep a peanut-stand in order to know thought in its length, breadth and depth. Thought-power is the greatest of powers. We talk about a thousand horsepower, but thought-power drives the universe. Yes, sir, thought-power drives the universe!" Smike brought down a fist at the end of a long arm. The peanuts danced. Smike heeded not. Smike had unhooked his mind from everything but the bigness of thought, and striding his favorite winged steed, away he went. "When the sun comes out warm and trade is dull, I sit here on this corner and range creation. I go up the Nile and down the Amazon. I climb the highest mountains, cross the widest plains and go down into the deepest lines. I go to the spot where W. C. Prime says himself that he wept, and where Mark Twain says the horses wept with him."

"That is a queer place for you to reach by the power that moves the universe," said I.

"It does seem odd," said Smike; "but that argues nothing against its greatness. Steam power is no mean power when, at the rate of ten miles an hour, it plows a furrow five thousand miles long and as wide as the Great Eastern can make it; yet I have seen this same power driving a dancing-jack. Lightning stops at nothing in thunderbolt time, and yet it has been known to chase a squirrel down a hemlock tree and shove him on the way. Thought also must have its funny ways. Sometimes as I am soaring beyond the stars—I don't know quite where that is under the present infinite system of astronomy—I catch sight of an old cast-off hoop-spring kicking about the street, and all at once it comes over me that the hoop-spring is the emblem of immortality. Dresses come and go, bonnets make their exit, boots drop from the light fantastic toe, or any other toe, and dress, bonnet and boot are lost in the great unknown, but the hoop-spring is always round—no pun—and, like the ghost in the play, will not down, whether you try to ram it in a trunk or an ash-barrel."

I think Smike hits an idea here. I was at Jane's room once, when she gave me an old hoop to put out of the way. I think I could have managed a ghost as easily. I tried to stow it away in several places, but failed. A policeman had his eye on me, so I brought it home and hung it up in the Owl's Nest, where it has haunted me ever since.

But I had come to see Smike for a purpose. I see that I am right when I think it good policy to take up any one whom Skillet takes up. I see that you endorse Smike by putting him into your paper and paying him so well for his MS. [The \$10 I paid over to him without a sigh, and I'll do the same with the next X you send me.] I was going to get another paper from him, so I said, "Smike, in all your thinking have you struck anything more in the examination line? I hear the Principals and Superintendents are all turning over your plan for spelling, just as a dozen urchins get down upon all-fours round a snapping-turtle and turn him on his back, so that they may see how he looks on the under side. I hear, too, that they will have it tried on to the schools if they can capture two of the Board who stand out. One of these members says that the paragraph work is a humbug. He wants a spell, spell, i-n-g, spelling, b-o-o-k, spelling book. He says he could spell 'bumble-bee' with his tail-cut-off" when he was a boy. The other man—cousin to the first—says he goes dead against a book that has only common words in it. He wants at least 2,000 such words as *alliterative*, *ultramundane*, *historiographer*, *hyperborean*, *scholophony*, and the like.

I am not quite sure whether I heard this or dreamed it. Saxon asleep and Saxon awake get their accounts so mixed that I cannot always tell which is which. I did not tell Smike about this which-is-which trouble. I wanted to give him as big a slice

of hope as I could. I don't think Smike feels very hopeful about getting over the big-word man. He once said to me, when he stood in his old place and taught, "Saxon, a long-winded man has signed against the third person of the trinity of letters. Ink is shed and breath spent in vain for him."

"But," Smike went on, "I think I have an idea of grammar that may be of use to those who left behind me." Smike's heart and thought is still loyal to his first love. Let Smike once set his heart upon a thing, and back he goes to it like flies to a sugar-bowl. If there is any truth in Spiritualism, Smike's ghost—and a fine ghost he will make—will be met, stalking about the building which once knew him as a happy, happy teacher. By the way, Smike has been reading that "Case for Commiseration," and says, as he has nothing else to give, he will let that "Fifteenth Ward Teacher" have his bones as soon as he is done with them. He says he would let Mary B. have them, only he thinks that if she should once get married she would soon have a man's bones of her own, unless the man should have the pluck to run away while he still had flesh enough to carry his bones with him.

It being only a step from bones to English grammar, you here have the result of Smike's thought-power on examinations in grammar:

## EXAMINATIONS IN GRAMMAR.

BY CHARLES AUGUSTUS SMIKE.

I have found, in trying to examine a class in grammar, that nothing reliable could be reached, except by a great loss of time. To examine each of fifty boys, orally, as a slow process; to give them a written examination in the common way brings with it so much work that no teacher can afford to do it. I have, therefore, devised the following method, which, though not touching every point, will, I think, be found a help to my fellow teachers, both in recitation and examination. The plan, as will be seen, is to give a definite and relative value to each part of the parsing of a word, making the relative value of each part proportionate to its difficulty. I will now apply this to the following sentence, in which we will parse the italic words: "Pay the debts which thou owest; for he who pays thee credit relies upon thy honor, and to withhold from him his due is both mean and unjust."

Pay, t-i-v-i-m-m-pr-i-s-a-n-s-h. is (40) 10  
which, i-p-a-n-t-d-e-b-i-t-p-p-n-g-o-h. of (10) 10  
owest, o-i-v-i-m-m-pr-i-s-a-n-s-h. is (40) 8  
for, f-o-r. the classes 4  
he, h-e. p-p-s-n-m-g-e-n-b. of (40) 8  
gave, g-i-v-e-m-m-i-t-i-p-s-n-s-h. is (40) 10  
that, t-h-a-t. p-p-s-n-m-g-e-n-b. of (40) 10  
relied, r-e-l-i-e-d-m-m-i-t-i-p-s-n-s-h. is (40) 10  
to withhold, t-o-w-i-t-h-o-l-d-m-m-i-t-i-p-s-n-s-h. is (40) 10  
unjust, u-n-j-u-s-t. c-a-d-j-p-d-r-e-l-to-t-o-w-i-t-h-o-l-d 10

Any teacher of fact can see how quickly and correctly the above could be examined by the class (twice over to check fraud) and a definite result obtained. Of course the teacher should have his work written out, and each step marked at its relative value.

In correcting false syntax—a better test of the practical grammar of a pupil than even his parsing—I would give him one or more paragraphs containing errors of different kinds, but nothing ambiguous. This should be written by the pupil in its incorrect form as in the example below. It should then be corrected by the pupil, first, by writing the right word over a wrong word; second, by inserting over the point, where it was needed, any word that has been omitted; and third, by writing the letter *c* (omit) over a word to be left out. The papers could be passed and marked as in the parsing. Give the pupil credit for the errors he finds, minus the errors he makes. Give him also credit for any good suggestion not marked in your own list of errors. The pupils can mark all common errors, and give the owners of the papers their due, but these peculiar cases must receive the teacher's inspection. They will be few in number, and will take little time. Of course the pupils should not know how many errors are contained in the test work given, till they have gone through with it. Below I give a few paragraphs containing at least forty plain errors. Some of my whilom friends may find a use for them.

## FALSE SYNTAX.

John and me is going as far as him, but we will not get there in time to cut down the tallest of the two trees. Henry will take that and leave us the shortest. Not one of us three boys are very good axmen, but each of us are ready to try their skill on those kind of trees which always grow very tall. Us two can carry a ten-foot pole, which we will need if Henry measures the tree after it is cut down. Neither John nor I has any idea but what Henry will be there unless it rains to-morrow.

Water as well as light and heat are essential to the growth of these kind of plants. Every day and every hour bring the sun higher, and after the heavy rain which has fallen yesterday every flower and every blade of grass shoot up in all their beauty.

The Atlantic and Pacific Oceans are referred to in Webster and Worcester's dictionaries. I bought my dictionary at Smith's and Brown's. It is them whose shop is on the corner of Twelfth and

Fourth streets; for odd as it may seem, the first crosses the last.

Who will I call to do this work? Shall it be John or him whom I know is a worthy and reliable man?

"But," said I, after looking over Smike's paper (and getting an idea of his plan, "this may do very well for parsing and false syntax, but how about analysis. I don't see that you have done anything for that, the very right hand of grammar."

"—analysis. [Did I hear an oath from Smike. Smike, whose oaths are never stronger than "By the great horn spoon," "By all that's good," or some other mild form such as a deacon coming from the barn with a full pail of milk in one hand and his hat full of new laid eggs in the other, might use should he stub his toe and tumble. Upon my word I thought I heard Smike condemn analysis with a word of one syllable; but I don't always hear well.] The right hand of grammar! The right hand of humbug. Go back ten years or less and see the part analysis played in our schools. See the time, strength and patience spent on analysis, and all for what? To find out the difference between twined and twinedle, while yet the very high priests themselves had not settled the point. And when both teacher and pupil had found a basis of agreement, who ever on that account spoke or wrote better English. Teaching analysis is one of the things I regret in my life as a teacher. Analysis in our schools is dying out, and I don't sleep so much that I need to keep myself awake with the thought that I have said anything in these papers to revive the doings of the dark ages of our glorious school system."

Smike is, as you see, down on analysis. I find also that Smike objects to another feature in our mode of teaching grammar. He says that all of those distinctions which do not help us to the use of good English may just as well be dropped. For instance, he says in writing it is best to know a proper from a common noun, but he says he should write and speak all the same those very common words of the language which grammarians name Demonstrative, Distributive, Indefinite, and Numeral Adjectives, even though he never heard of all these long names. I don't know what you may think of it, Mr. Editor. It strikes me that Smike is trifling with sacred things. But as I can't give up the right of free speech I must allow Smike to have it out in his own way.

I read in the last JOURNAL among other things a letter from Bes. W. Palm, which seems a little personal, so if you will allow it I'll say a word in reply. I know how it feels to talk to people and get no answer back. I've talked through your columns to several of the most important corporations of Gotham, but never a word do I get in reply. I think they are what we call close corporations.

But not as they have done by me shall I do by you, my dear Betsey. I wonder if you are the Betsey with whom Smike is just now out. Do you really wear Smike's emblem of immortality; or have you, as I suspect, a bass voice and the right to vote? If not, you ought to have the latter, sure. You are a natural diplomatist. As a flanker you are a decided success. I read your letter over about five times. The first time, I felt curious; the second, serious; the third, mysterious; the fourth time, I rubbed the side of my nose with my forefinger very hard; the fifth time, I rubbed the other side of my nose and "sat back in my chair to enjoy" a season of perplexity. [That sitting back in your chair to enjoy a hearty laugh is the act of a man, and makes me suspect the name of Betsey.] I am in a great hurry now, Betsey dear, and am obliged to leave unsaid something that might be said about the Manual as a book of reference.

Yours, JOHN W. SAXON.

## TEACHERS' MANUAL.

New York, April 21, 1874.

Mr. Editor—Be so kind as to allow me to say a word to Betsey W. Palm—that's a good boy:

My dear Betsy, I object, the Superintendent, cuts object, and the whole Board of Education object to your view of the Manual. You must have read your Manual to a little purpose as you have your Bible, if you own one.

Turn to page second and you will find the design of the Manual is "to explain more in detail . . . the topics which should be taught, in each of the prescribed subjects, etc."

Now, Betsy, look this way, and as a woman and a sister answer me the following questions:

1. Are all the teachers of the city of a certain grade, by a blind division of labor, merely to teach the studies of that grade and the topics therein among them?
2. If not, is each teacher to teach them all or only a part; if only a part, which part?
3. If she does not follow this guide of her years of indiscretion, will the Superintendent say, "My dear, you are perfectly right in following your own sweet will in this matter," and give her a high mark therefor? Look at the tears of the Fifteenth Warder who only followed her Manual home, and did not follow it back again on examination day.

4. In studies like Arithmetic, for instance may anything be omitted from a grade, and the next teacher be obliged to build on a corner-stone that has never been put in?

Cato said of the god of the infernal regions, "Pluto, thou reasonest well." I wish I could say as much for you; but truth compels me to say, Betsey (Watson's Palm), you've passed your palmist days.

O. Betsey, how could you!

Yours, ELLEN C. REDDY.

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